

<b>Technology and Young ChildrenValli's five types of reflection</b>	<b>Connection to Bellarmine University's Educator Preparation Program</b>
<b>Technical reflection:</b> The educator matches one's own performance to external guidelines. Content of this form of reflection centers on general instruction and management behaviors based on research of teaching.	Reflective inquiry encourages a continuous relationship between experience and understanding, which promotes a Triad of Life-Long Learning: research, reflection, and refinement. Relying upon recognized bodies of knowledge, educators perceive relationships and connections between parts of the teaching and learning process. This style of thinking develops within each teacher a critical disposition for broad-based problem-solving abilities and also nurtures life-long learning.
<b>Reflection-in and on-action:</b> The educator bases decisions on one's own unique situation and considers person teaching performance.	Reflective thinking involves continuous assessment, creating a balance between new information and the critical examination of prior teaching experience relevant to the new information.
<b>Deliberative reflection:</b> The educator weighs competing viewpoints and research findings regarding a whole range of pedagogical concerns/decisions (e.g., curriculum, instructional strategies, rules and organization of classroom, etc.)	Educators, while exercising freedom of choice for themselves and learns, rely on a strong research base as a guide for their pedagogy. Educators, furthermore, are responsible for initiating such activities within various styles of performance in order to meet the diverse needs of students.
<b>Personality reflection:</b> The educator listens to and trusts one's own inner voice and the voices of others. Content for this type of reflection includes personal growth and relationships with students.	The reflective thinker knows that not only are one's feelings, emotions, and cognition closely related, but they are highly interactive in the teaching and learning process.
<b>Critical reflection:</b> The educator considers the social, moral, and political dimensions of schooling and judges these dimensions in light of the ethical criteria such as social justice and equality of opportunity.	As the educator models reflective thinking, s/he encourages the same kind of thinking in her/his students. Such thinking---open-minded and discernment, rational judgment and creativity---is likely to transfer to other aspects of students' lives.